

U.S. Department of Education: Race to the Top Program

Peer Reviewer Training

Welcome

January 23, 2010



Phase 1 of the Race is On...

Applications are in...from 40 States and D.C.
Reviewers have been selected...
...and the competition begins.

Thank you for your service.

Goals for the Day

- Ensure that you understand:
 - Conflict of interest, ethics, and confidentiality issues
 - Your roles and responsibilities – and those of the ED staff who will be supporting you
 - The Race to the Top program
 - How to score and write comments
- Give you information and time to screen applications for conflicts of interest so that we can finalize assignments

Review Process – The Big Picture

January

February

March

Application
Review

- Read applications
- Draft your comments & scores

Tier I
Panel
Reviews

- Review and discuss applications
- Finalize your Tier I comments & scores

Tier II
Finalist
Presentations

- Applicant presentations and Q&A
- Finalize your Tier II comments & scores

Agenda for the Day

8:30 – 8:45 Welcome

8:45 – 9:15 Conflict of Interest and Ethics Training

9:15 – 9:30 Confidentiality Agreement

9:30 – 10:00 Overview of the Race to the Top Competition

10:00 – 10:15 Break

10:15 – 11:15 Race to the Top Application Overview – Part 1

11:15 – 11:30 Reviewing Applications and Identifying Conflicts

11:30 – 12:50 Lunch (Reviewers Screen Applications)

Agenda for the Day

- 12:50-1:00 Race to the Top Staff Introductions
- 1:00-1:15 Welcome from the Secretary
- 1:15 – 2:45 Race to the Top Application Overview – Part 2
- 2:45 – 3:00 Break
- 3:00 – 4:15 Race to the Top Application Overview – Part 3
- 4:15 – 4:45 Comments and Scoring
- 4:45 – 5:15 Introduction to the Application Review System
- 5:15 – 5:25 Logistical Updates
- 5:25 – 5:30 Closing

Introductions

- Josh Bendor
Race to the Top Program
- Beth Caron
Office of Elementary and Secondary Education
- Meredith Farace
Office of Elementary and Secondary Education
- Jane Hess
Office of the General Counsel
- Rachel Peternith
Office of the General Counsel
- Joanne Weiss
Director, Race to the Top Program
Senior Advisor to the Secretary

U.S. Department of Education: Race to the Top Program

Peer Reviewer Training

Overview of the Race to the Top Competition

January 23, 2010



Goals for this Session

- Peer reviewer training
- Overview of the competition design
- Important dates and timelines
- Roles and responsibilities
- Application review process
- Information release

Peer reviewer training dates

- *January 23*: Peer reviewers and alternate peer reviewers are required to attend today's training
 - Note: Alternate peer reviewers do not attend any other training unless they have been called on to review applications.
- *February 16*: Peer reviewers will receive training on the first day of the Tier I on-site review
- *March 15*: Those peers who are part of the Tier 2 on-site review will receive training on the first day of that review

Competition design

- *Two Phase process of application submission and review*
 - Phase 1: Applications due January 19, 2010. By April 2010, winners of Phase 1 will be announced and feedback will be provided to unsuccessful applicants.
 - Phase 2: Applications due June 1, 2010. By September 2010, winners will be announced for Phase 2.
- *Two Tier review process within each Phase*
 - Initial Tier (Tier 1): Reviewers read, comment on, and score assigned applications using selection criteria and scoring rubric.
 - Finalist Tier (Tier 2): Each finalist will send a team to present to and answer questions from the panel of peer reviewers who reviewed its application in Tier 1.

Key roles and responsibilities

- Peer reviewers
- Alternate peer reviewers
- Competition managers
- Panel monitors
- Competition support team

Goals of the peer review process

- Ensure a level playing field for all State applicants in both phases of the competition
- Select expert reviewers, chosen from a pool of qualified educators, policymakers, scholars, and business leaders who are impartial and unbiased
- Maximize intra- and inter-panel reliability and consistency
- Make all applications and results public in order to maximize transparency and minimize external influences

Application review

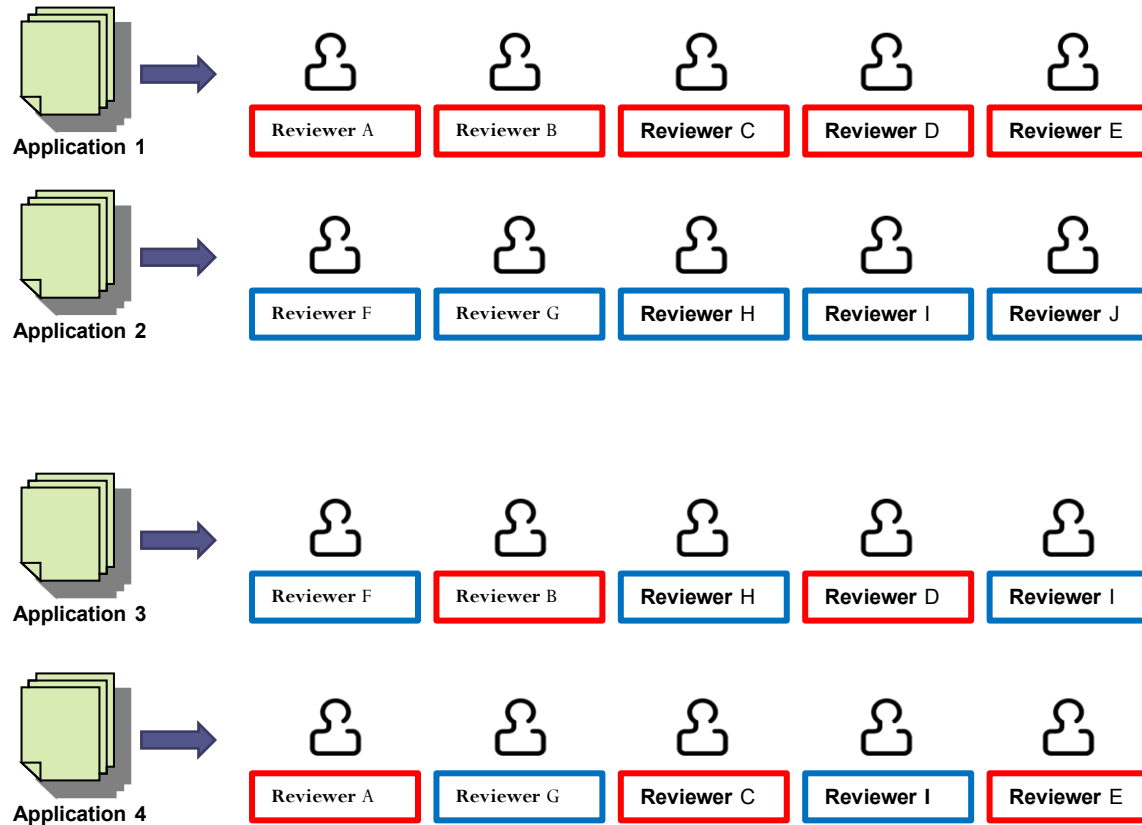
- Your box of applications
- Using the web-based Application Review System (ARS) for the submission of comments and scoring during the review
- Reviewers will use the scoring rubric and reviewer instructions when scoring and writing comments

How applications are assigned

- Applications have been randomly assigned to reviewers
- Reviewers will be reviewing either four or five applications
- Reviewers will sit on one unique panel for each application he or she is assigned

Race to the Top Process: Applications are not grouped; each application is assigned to a unique panel of reviewers. Each reviewer sits on multiple panels during the competition.

Panel Discussion Session 1



Off-site review and preliminary scoring

- Review time off-site: approximately two weeks (January 25 – February 8, 2010)
- Availability of Department of Education staff to provide logistical guidance
- Contact information for reviewers: send questions to racetothetopreview@ed.gov or call Jessica Clark at 202-205-5272

Tier 1 on-site review

- Reviewers will travel to Washington DC to discuss the applications in panels from February 16-19, 2010
- Time is allotted to rescore and change comments, if desired
- After the Tier 1 on-site review, we will prepare a slate for the Secretary, based on your reviews, and the Secretary will select the States that move on to Tier 2

Tier 2 on-site review

- Reviewers will attend the Tier 2 on-site review on March 15 – 19, 2010.
- The same reviewers who reviewed a State's application during Tier 1 will return for the on-site Tier 2 process
- Reviewers will only observe presentations from the State Teams for the applications that they reviewed and scored in Tier 1
- The Tier 2 on-site review will be recorded

Information release - Phase 1

- Reviewer scores and comments with reviewers' names redacted: Posted on the Department's Website after winners are announced for Phase 1
- For States that are unsuccessful in Tier 1: The Department will send the State each reviewers' final scores and comments (with reviewer names redacted) as soon as possible after Tier 1 so that they can use this information in preparation for a Phase 2 application

Information release – Phase 1 (continued)

- Recordings of Tier 2 State presentations: posted with applications after Phase 1
- Names of peer reviewers (but not the specific applications that were read by each reviewer): posted on the Department's Website after winners are announced for Phase 1

U.S. Department of Education: Race to the Top Program

Peer Reviewer Training

Workshop on Race to the Top Priorities,
Requirements and Criteria

January 23, 2010



Goals for this Session

- Ensure that you understand the Race to the Top competition:
 - Priorities
 - Requirements
 - Selection criteria – together with their related definitions, evidence, and performance measures
- Provide you with the same training and information that applicants received

How the Session is Organized

- 10:15–11:15 Application Overview and Selection Criteria A
- 11:15–1:15 Other Sessions and Lunch
- 1:15–2:45 Selection Criteria B, C and D
- 2:45–3:00 Break
- 3:00–4:15 Selection Criteria E, F and Priorities

Overview of the Notice

About Race to the Top

- \$4.35B competitive grant to encourage and reward states implementing comprehensive reforms across four key areas:
 - Adopting standards and assessments that prepare students for success in college and the workplace
 - Recruiting, rewarding and retaining effective teachers and principals
 - Building data systems that measure student success and inform teachers and principals how they can improve their practices
 - Turning around the lowest-performing schools
- With an overarching goal of:
 - Driving substantial gains in student achievement
 - Improving high school graduation and college enrollment
 - Narrowing achievement gaps

Overview of the Notice

States must meet:

Application Requirements, e.g.:

- Signatures of key stakeholders
- Certification from State's attorney general re: descriptions of State laws
- State Reform Conditions requirements
- Reform Plan requirements

Program/Other Requirements:

- Evaluation
- Participating LEA scope of work
- Make work available
- Technical assistance
- State summative assessments

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

Priorities:

- Absolute: Comprehensive approach to education reform
- Competitive: Emphasis on STEM
- Invitational: Innovations for Improving Early Learning Outcomes
- Invitational: Expansion and adaptation of statewide longitudinal data systems
- Invitational: P-20 coordination, vertical and horizontal alignment
- Invitational: School-level conditions for reform, innovation, and learning

Selection Criteria:

- State success factors
- Standards and assessments
- Data systems to support instruction
- Great teachers and leaders
- Turning around the lowest-achieving schools
- General

* Note that invitational priorities are not scored.

Overview of the Notice

States must meet:

Application Requirements, e.g.:

- Signatures of key stakeholders
- Certification from State's attorney general
- re: descriptions of State laws
- State Reform Conditions requirements
- Reform Plan requirements

Program/Other Requirements:

- Evaluation
- Participating LEA scope of work
- Make work available
- Technical assistance
- State summative assessments

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

basic information about what must be in the application

ive approach to

education reform

- Competitive: Emphasis on STEM
- Invitational: Innovations for Improving Early Learning Outcomes
- Invitational: Expansion and adaptation of statewide longitudinal data systems
- Invitational: P-20 coordination, vertical and horizontal alignment
- Invitational: School-level conditions for reform, innovation, and learning

Selection Criteria:

- State success factors
- Standards and assessments
- Data systems to support instruction
- Great teachers and leaders
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Overview of the Notice

States must meet:

Application Requirements, e.g.:

- Signatures of key stakeholders
- Certification from State's attorney general re: descriptions of State laws
- State Reform Conditions requirements
- Reform Plan requirements

Program/Other Requirements:

- Evaluation
- Participating LEA scope of work
- Make work available
- Technical assistance
- State summative assessments

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

Priorities:

- Absolute: Comprehensive approach to education reform
- Competitive: Emphasis on STEM
- Invitational: Innovations for Improving Early Learning Outcomes

requirements for all Race to the Top grantees

- Invitational: 1-20 coordination, vertical and horizontal alignment
- Invitational: School-level conditions for reform, innovation, and learning

Selection Criteria:

- State success factors
- Standards and assessments
- Data systems to support instruction
- Great teachers and leaders
- Turning around the lowest-achieving schools
- General

* Note that invitational priorities are not scored.

Overview of the Notice

States must meet:

Application Requirements, e.g.:

- Signatures of key stakeholders
- Certification from State's attorney general re: descriptions of State laws
- State Reform Conditions requirements
- Reform Plan requirements

Program/Other Requirements:

- Evaluation
- Participating LEA scope of work
- Make work available
- Technical assistance
- State summative assessments

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

Priorities:

- Absolute: Comprehensive approach to education reform
- Competitive: Emphasis on STEM
- Invitational: Innovations for Improving Early Learning Outcomes
- Invitational: Expansion and adaptation of statewide longitudinal data systems
- Invitational: P-20 coordination, vertical and horizontal alignment
- Invitational: School-level conditions for reform, innovation, and learning

Selection Criteria:

- State success factors
- Standards and assessments
- must meet in order to be eligible for instruction
- turning around the lowest-achieving schools
- General

* Note that invitational priorities are not scored.

Overview of the Notice

States must meet:

Application Requirements:

- Signatures of key officials must address in application; you are judging this
- Certification from the Governor
- State laws and regulations re: descriptions of State laws
- State Reform Conditions requirements
- Reform Plan requirements

Program/Other Requirements:

- Evaluation
- Participating LEA scope of work
- Make work available
- Technical assistance
- State summative assessments

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

Priorities:

- Absolute: Comprehensive approach to education reform
- Competitive: Emphasis on STEM
- Invitational: Innovations for Improving Early Learning Outcomes
- Invitational: Expansion and adaptation of statewide longitudinal data systems
- Invitational: P-20 coordination, vertical and horizontal alignment
- Invitational: School-level conditions for reform, innovation, and learning

Selection Criteria:

- State success factors
- Standards and assessments
- Data systems to support instruction
- Great teachers and leaders
- Turning around the lowest-achieving schools
- General

* Note that invitational priorities are not scored.

Overview of the Notice

States must meet:

Application Requirements, e.g.:

- Signatures of key stakeholders
- Certification from areas that earn competitive preference points; re: descriptions of preference points; you are judging this
- State Reform Commission requirements
- Reform Plan requirements

Program/Other Requirements:

- Evaluation
- Participating LEA scope of work
- Make work available
- Technical assistance
- State summative assessments

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

Priorities:

- Absolute: Comprehensive approach to education reform
- Competitive: Emphasis on STEM
- Invitational: Innovations for Improving Early Learning Outcomes
- Invitational: Expansion and adaptation of statewide longitudinal data systems
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- Invitational: School-level conditions for reform, innovation, and learning

Selection Criteria:

- State success factors
- Standards and assessments
- Data systems to support instruction
- Great teachers and leaders
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Overview of the Notice

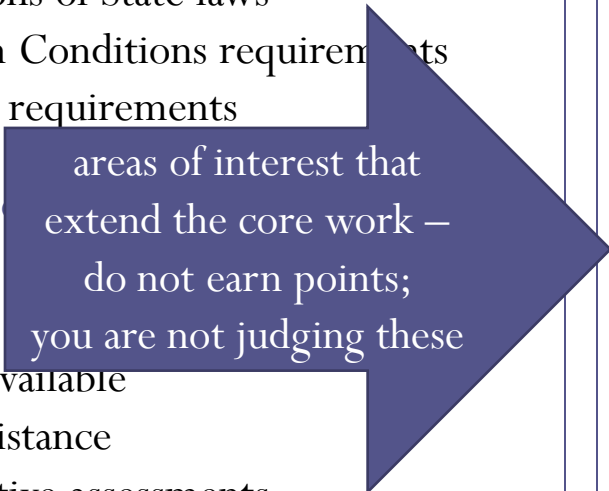
States must meet:

Application Requirements, e.g.:

- Signatures of key stakeholders
- Certification from State's attorney general re: descriptions of State laws
- State Reform Conditions requirements
- Reform Plan requirements

Program/Other

- Evaluation
- Participating
- Make work available
- Technical assistance
- State summative assessments



areas of interest that
extend the core work –
do not earn points;
you are not judging these

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

Priorities:

- Absolute: Comprehensive approach to education reform
- Competitive: Emphasis on STEM
- Invitational: Innovations for Improving Early Learning Outcomes
- Invitational: Expansion and adaptation of statewide longitudinal data systems
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Selection Criteria:

- State success factors
- Standards and assessments
- Data systems to support instruction
- Great teachers and leaders
- Turning around the lowest-achieving schools
- General

* Note that invitational priorities are not scored.

Overview of the Notice

States must meet:

Application Requirements, e.g.:

- Signatures of key stakeholders
- Certification from State's attorney general re: descriptions of State laws
- State Reform Conditions requirements
- Reform Plan requirements

Program/Other Requirements:

- Evaluation
- Participating LEA scope of work
- Make work available
- Technical assistance
- State summary of accomplishments and plans that earn points;

Eligibility Requirements:

- Approved for State Fiscal Stabilization prior to award
- No legal barriers at State level to linking student achievement data to teachers and principals for purposes of evaluation

*Applications will be scored based on:**

Priorities:

- Absolute: Comprehensive approach to education reform
- Competitive: Emphasis on STEM
- Invitational: Innovations for Improving Early Learning Outcomes
- Invitational: Expansion and adaptation of statewide longitudinal data systems
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Selection Criteria:

- State success factors
- Standards and assessments
- Data systems to support instruction
- Great teachers and leaders
- Turning around the lowest-achieving schools
- General

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Understanding the Application

How the Pieces Fit Together

Two Types of Selection Criteria

- **State Reform Conditions Criteria** - used to assess State's progress and success in creating conditions related to the four ARRA education reform areas.
- **Reform Plan Criteria** - used to assess State's plan for future efforts in the four ARRA education reform areas.

How the Pieces Fit Together

The Parts to Respond to...

For each criterion, there are up to three parts

- **Narrative:** For each criterion the State addresses, the State writes its narrative response in the space provided. States should describe how they have addressed or will address that criterion.
- **Performance Measures:** For several selection criteria, the State is asked to provide goals and annual targets, baseline data, and other information.
- **Evidence:** Some selection criteria require specific information requested as supporting evidence. States may also include any additional information the State believes will be helpful to peer reviewers in judging the State's plan.

State Reform Conditions

Criterion Example

State Reform Conditions Criterion Example

(C)(1) Fully implementing a statewide longitudinal data system
(24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- **Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.**

Recommended maximum response length: Two pages

(Enter text here.)

State Reform Conditions Criterion Example

(C)(1) Fully implementing a statewide longitudinal data system
(24 points – 2 points per America COMPETES element)

criterion

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

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(Enter text here.)

State Reform Conditions Criterion Example

(C)(1) Fully implementing a statewide longitudinal data system
(24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- **Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.**

Recommended maximum response length: Two pages

(Enter text here.)

directions

State Reform Conditions Criterion Example

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Evidence:

- **Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.**

Recommended maximum response length: Two pages

(Enter text here.)

evidence

State Reform Conditions Criterion Example

(C)(1) Fully implementing a statewide longitudinal data system
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- **Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.**

pages

Recommended maximum response length: Two pages

(Enter text here.)

State Reform Conditions Criterion Example

(C)(1) Fully implementing a statewide longitudinal data system

(24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

Recommended maximum

(Enter text here.)

Application Requirement (d)

The State must provide, for each State Reform Conditions Criterion that it chooses to address, a description of the State's current status in meeting that criterion and, at a minimum, the information requested as supporting evidence for the criterion and the performance measures, if any.

narrative

Reviewer Guidance Example (C)(1)

(In Appendix B)

General Reviewer Guidance for (C)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

Reviewer Guidance Specific to (C)(1):

- *Applicants earn two (2) points for every element the State has, out of 12 elements possible.*

(C)(1) **(maximum total points: 24)** Fully implementing a statewide longitudinal data system: The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements.

Reviewer Guidance Example (C)(1)

(In Appendix B)

guidance
to
reviewers

General Reviewer Guidance for (C)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

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- *Applicants earn two (2) points for every element the State has, out of 12 elements possible.*

(C)(1) **(maximum total points: 24)** Fully implementing a statewide longitudinal data system: The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements.

Reviewer Guidance Example (C)(1)

(In Appendix B)

General Reviewer Guidance for (C)(1): In judging the quality of the applicant's response to this criterion, reviewers should refer to what the criterion asks and to the evidence requested in the application and presented by the applicant (if any).

Reviewer Guidance Specific to (C)(1):

- Applicants earn two (2) points for every element the State has, out of 12 elements possible.*

points

(C)(1) **(maximum total points: 24)** Fully implementing a statewide longitudinal data system: The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements.

Reform Plan Criterion Example

Reform Plan Criterion Example

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

(Enter text here.)

Reform Plan Criterion Example

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

(Enter text here.)

(See application p. 41)

Reform Plan Criterion Example

(D)(4) Improving the effectiveness of teacher and principal preparation programs (*14 points*)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

(Enter text here.)

directions

Reform Plan Criterion Example

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

(Enter text here.)

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

narrative

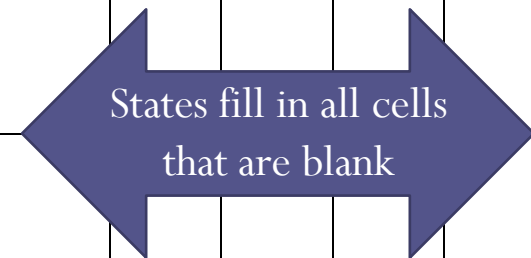
About Performance Measures

- Performance measures include goals and annual targets, baseline data, and other information.
- Reviewers will consider, as part of their evaluations of a State's application, the extent to which the State has set **ambitious yet achievable** annual targets that support the State's plan. So reviewers are looking for how States connected the plans in their narratives with their targets, and are asking themselves:
 - Are States being ambitious in what they're attempting to do?
 - Are they also being realistic in proposing a plan that they can achieve?
 - Have they balanced ambition and achievement thoughtfully and well?

Performance Measures Example (D)(4)

Goals: Baseline data and annual targets

Performance Measures	Actual Data: Baseline (Current school year or most	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.					
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.					
[Optional: Enter text here to clarify or explain any of the data]					



Here, States fill in the actual/baseline data in the first column and annual targets in the next four columns. Reviewers will look for “ambitious yet achievable” targets. States will report status against these targets in annual reports to the Department.

Performance Measures Example (D)(4)

General data

Performance Measures	Actual Data: Baseline (Current school year or most	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.					
Total number of principal credentialing programs in the State.					
Total number of teachers in the State.					
Total number of principals in the State.					
[Optional: Enter text here to clarify or explain any of the data]					

This table is a general data collection form to support other calculations.

It may provide context to reviewers.

Again, States fill in only blank cells...here, that would be only the first column.

Performance Measures Example (D)(4)

Heads-up: Data to be requested in annual reports

Performance Measures	Actual Data: Baseline (Current school year or most	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Data to be requested of grantees in the future:					
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.					

There are no blank cells to fill in here – this table provides a heads-up that these data will be collected as part of annual reporting requirements in the future.

Reviewers can ignore these.

Reviewer Guidance Example (D)(4)

(In Appendix B)

General Reviewer Guidance for (D)(4): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).

Reviewer Guidance Specific to (D)(4):

- *The criterion must be judged for both teachers and principals.*

(D)(4) **(maximum total points: 14)** Improving the effectiveness of teacher and principal preparation programs: The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

Reviewer Guidance Example (D)(4)

(In Appendix B)

guidance
to
reviewers

General Reviewer Guidance for (D)(4): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).

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Reviewer Guidance Example (D)(4)

(In Appendix B)

General Reviewer Guidance for (D)(4): In judging the quality of the applicant's plan and annual targets for this criterion, reviewers should refer to what the criterion asks, to the evidence requested in the application and presented by the applicant (if any), and to the elements of a high-quality plan as set forth in application requirement (e).

Reviewer Guidance Specific to (D)(4):

- *The criterion must be judged for both teachers and principals.*

points

(D)(4) **(maximum total points: 14)** Improving the effectiveness of teacher and principal preparation programs: The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- Link student achievement and student growth (both as defined in this notice) data to the students' teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

Assigning Points

- The Department has specified total point values at the criterion level (*e.g.*, criterion (C)(1)).
- In some cases, we have also specified point values at the sub-criterion level (*e.g.*, criterion (A)(1)(i)). In the cases where the point totals have not been allocated to sub-criteria, each sub-criterion is weighted equally.
- Your job is to decide how many, of the possible points, an application has earned.

Assigning Points

- Reviewers will use the general ranges below as a guide when awarding points.

Maximum Point Value	Quality of Applicant's Response		
	Low	Medium	High
45	0 – 12	13 – 33	34 – 45
40	0 – 10	11 – 29	30 – 40
35	0 – 9	10 – 25	26 – 35
30	0 – 8	9 – 21	22 – 30
28	0 – 8	9 – 20	21 – 28
25	0 – 7	8 – 18	19 – 25
21	0 – 5	6 – 15	16 – 21
20	0 – 5	6 – 14	15 – 20
15	0 – 4	5 – 10	11 – 15
14	0 – 4	5 – 9	10 – 14
10	0 – 2	3 – 7	8 – 10
8	0 -- 2	3 -- 5	6 -- 8
7	0 – 2	3 – 4	5 – 7
6	0 -- 1	2 -- 3	4 -- 6
5	0 – 1	2 – 3	4 – 5

Selection Criteria and Points

- A. State Success Factors (*125 points*)
- B. Standards and Assessments (*70 points*)
- C. Data Systems to Support Instruction (*47 points*)
- D. Great Teachers and Leaders (*138 points*)
- E. Turning Around the Lowest-Achieving Schools (*50 points*)
- F. General Selection Criteria (*55 points*)

A. State Success Factors

A. State Success Factors

- (A)(1) Articulating State's education reform agenda and LEAs' participation in it
- (A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans
- (A)(3) Demonstrating significant progress in raising achievement and closing gaps

Purposes:

- Front-end organizer
- Statewide reform agenda
- LEA commitment and participation
- State capacity
- Track record

What are Participating LEAs?

- Participating LEAs are LEAs that:
 - Choose to work with the State;
 - Agree to implement all or significant portions of the State's Race to the Top plan;
 - Have entered into a Memorandum of Understanding (MOU) or other binding agreement with the State; and
 - In return, receive a subgrant (at least 50 percent of a State's grant award must be passed through to participating LEAs on a formula basis).

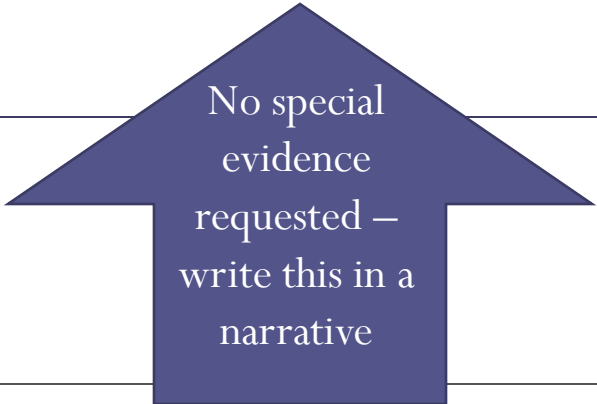
Criterion (A)(1)

(A)(1)(i) Articulating State's education reform agenda and LEAs' participation in it

(65 pts)

The extent to which—

(i) The State has set forth a **comprehensive and coherent reform agenda** that clearly articulates its **goals** for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible **path to achieving these goals**, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)



No special
evidence
requested –
write this in a
narrative

(A)(1)(ii) Articulating State's education reform agenda and LEAs' participation in it (65 pts)

(ii) The **participating LEAs** (as defined in this notice) are **strongly committed** to the State's plans and to effective implementation of reform in the four education areas, as evidenced by **Memoranda of Understanding (MOUs)** (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

- (a) **Terms and conditions** that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
- (b) **Scope-of-work descriptions** that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
- (c) **Signatures** from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice);

(A)(1)(ii) Evidence

Evidence for (A)(1)(ii):

- An example of the State's **standard Participating LEA MOU**, and **description of variations** used, if any.
- The completed summary table indicating which specific **portions of the State's plan each LEA is committed to implementing**, and relevant summary statistics.
- The completed summary table indicating which **LEA leadership signatures** have been obtained.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed **detailed table**, by LEA, that includes the information requested in the criterion

(See application p. 19)

(A)(1) Detailed Table

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

	LEA Demographics	Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																	
Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?	(B) (3)	(C) (3) (i)	(C) (3) (ii)	(C) (3) (iii)	(D) (2) (i)	(D) (2) (ii)	(D) (2) (iii)	(D) (2) (iv) (a)	(D) (2) (iv) (b)	(D) (2) (iv) (c)	(D) (2) (iv) (d)	(D) (3) (i)	(D) (3) (ii)	(D) (5) (i)	(D) (5) (ii)	(E) (2)
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA

one row
per LEA

(A)(1)(ii) Articulating State's education reform agenda and LEAs' participation in it

(65 pts)

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

- (a) **Terms and conditions** that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
- (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
- (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice);

Terms and Conditions

Participating LEAs sign a standard set of terms and conditions that includes, at a minimum:

- Key roles and responsibilities of the State and the LEA
- State recourse for LEA non-performance
- Assurances including, for example, that the LEA:
 - Is familiar with, and committed to, the State's Race to the Top grant application
 - Will implement all or significant portions of the State's plan, as indicated in the Preliminary Scope of Work
 - Will provide a Final Scope of Work within 90 days of a grant being awarded, in a manner that is consistent with the Preliminary Scope of Work and with the State's plan

Model Memorandum of Understanding

(In Appendix D)

Participating LEA Memorandum of Understanding

This Memorandum of Understanding (“MOU”) is entered into by and between _____ (“State”) and _____ (“Participating LEA”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State’s proposed reform plans (“State Plan”) the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all or significant portions of the State Plan.)

PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State’s Race to the Top application, the Participating LEA subgrantee will:

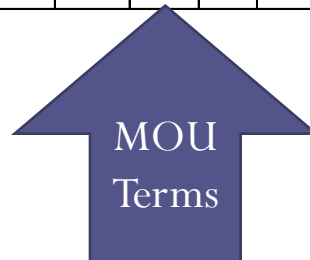
- 1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
 - 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education (“ED”);
- ... (continued) ...

(A)(1) Detailed Table

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

LEA Demographics	Signatures on MOUs	MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
			Uses Standard Terms & Conditions?	President of Local Teachers Union (if applicable)	President of local school board (if applicable)	LEA Supt. (or equivalent)	# of K-12 Students in Poverty	# of K-12 Students	# of Schools	(E)(2)	(D)(5)(ii)	(D)(5)(i)	(D)(3)(ii)	(D)(3)(i)	(D)(2)(iv)(d)	(D)(2)(iv)(c)	(D)(2)(iv)(b)	(D)(2)(iv)(a)	(D)(2)(iii)	(D)(2)(ii)	(D)(2)(i)	(C)(3)(iii)	(C)(3)(ii)	(C)(3)(i)	(B)(3)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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For any participating LEA that does not use the “standard” terms and conditions, State must describe the variations.

(A)(1)(ii) Articulating State's education reform agenda and LEAs' participation in it

(65 pts)

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

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NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA

State transfers the total participation (numbers and percentages) to the Scope of Work Summary Table.

participation in
State's plan

(See application p. 22)

(A)(1)(ii)(b) Scope of Work Summary Table

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments		
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems		
(ii) Professional development on use of data		
(iii) Availability and accessibility of data to researchers		
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth		
(ii) Design and implement evaluation systems		
(iii) Conduct annual evaluations		
(iv)(a) Use evaluations to inform professional development		
(iv)(b) Use evaluations to inform compensation, promotion and retention		
(iv)(c) Use evaluations to inform tenure and/or full certification		
(iv)(d) Use evaluations to inform removal		
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools		
(ii) Hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development		
(ii) Measure effectiveness of professional development		
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools		

Here, you get
a picture of
participation
levels

(A)(1)(ii) Articulating State's education reform agenda and LEAs' participation in it

(65 pts)

(ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)

- (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
- (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
- (c) Signatures** from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice);

Signature Block

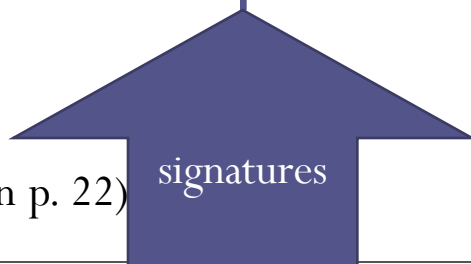
- The MOU with participating LEAs includes as many as possible of these signatories – the more signatures the “stronger” the leadership support:
 - LEA superintendent (or equivalent)
 - President of the local school board (or equivalent, if applicable)
 - Local teachers’ union leader (if applicable)
- One signature must, of course, be from an authorized LEA representative
- A counter-signature from the State indicates the State’s acceptance of the LEA’s participation

(A)(1) Detailed Table

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

LEA Demographics	Signatures on MOUs	MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																						
			Uses Standard Terms & Conditions?	President of Local Teachers Union (if applicable)	President of local school board (if applicable)	LEA Supt. (or equivalent)	# of K-12 Students in Poverty	# of K-12 Students	# of Schools	(E)(2)	(D)(5)(ii)	(D)(5)(i)	(D)(3)(ii)	(D)(3)(i)	(D)(2)(iv)(d)	(D)(2)(iv)(c)	(D)(2)(iv)(b)	(D)(2)(iv)(a)	(D)(2)(iii)	(D)(2)(ii)	(D)(2)(i)	(C)(3)(iii)	(C)(3)(ii)	(C)(3)(i)	(B)(3)
Participating LEAs																									



signatures

State transfers the signatures (numbers and percentages) to the Signatures Summary Table

(A)(1)(ii)(c) Signature Summary Table

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)			
President of Local School Board (or equivalent, if applicable)			
Local Teachers' Union Leader (if applicable)			



Here, you get
a picture of
commitment
levels

(A)(1)(iii) Articulating State's education reform agenda and LEAs' participation in it

(65 pts)

The extent to which --

(iii) The **LEAs that are participating** in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) **will translate into broad statewide impact**, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)

- (a) **Increasing student achievement** in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (b) **Decreasing achievement gaps** between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) **Increasing high school graduation rates** (as defined in this notice); and
- (d) **Increasing college enrollment** (as defined in this notice) and **increasing the number of students who complete at least a year's worth of college** credit that is applicable to a degree within two years of enrollment in an institution of higher education.

Write narrative but
pay attention to
required evidence

(A)(1)(iii) Evidence

Evidence for (A)(1)(iii):

- The completed summary table indicating the **numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty**.
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed **detailed table**, by LEA, that includes the information requested in the criterion

(A)(1) Detailed Table

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)		Uses Standard Terms & Conditions?	(B) (3)	(C) (3) (i)	(C) (3) (ii)	(C) (3) (iii)	(D) (2) (i)	(D) (2) (ii)	(D) (2) (iii)	(D) (2) (iv) (a)	(D) (2) (iv) (b)	(D) (2) (iv) (c)	(D) (2) (iv) (d)	(D) (3) (i)	(D) (3) (ii)	(D) (5) (i)	(D) (5) (ii)	(E) (2)
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA




State transfers the demographics (numbers and percentages) to the Participating LEA Summary Table

(See application p. 22)

(A)(1)(iii) LEA Summary Table

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs			
Schools			
K-12 Students			
Students in poverty			



Here, you
get a sense
of the scope
of the
potential
impact

(A)(1)(iii) Evidence

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty.
- **Tables and graphs that show the State's goals, overall and by subgroup**, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion

Criterion (A)(2)

(A)(2)(i) Building strong statewide capacity to implement, scale up, and sustain proposed plans (30 pts)

The extent to which the State has a high-quality overall plan to—

- (i) Ensure that it has the **capacity** required to implement its proposed plans by— (20 points)
 - (a) Providing strong **leadership** and dedicated **teams** to implement the statewide education reform plans the State has proposed;
 - (b) **Supporting participating LEAs** (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
 - (c) Providing **effective and efficient operations and processes** for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
 - (d) **Using the funds** for this grant, as described in the State's budget and **accompanying budget narrative**, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
 - (e) Using the fiscal, political, and human capital resources of the State to **continue, after the period of funding has ended**, those reforms funded under the grant for which there is evidence of success;

(A)(2)(ii) Building strong statewide capacity to implement, scale up, and sustain proposed plans *(30 pts)*

(ii) Use support from a broad group of **stakeholders** to better implement its plans, as evidenced by the strength of the statements or actions of support from— *(10 points)*

- (a) The State's **teachers and principals**, which include the State's teachers' **unions** or statewide teacher associations; and
- (b) **Other critical stakeholders**, such as the State's legislative leadership; charter school authorizers and State charter school membership associations (if applicable); other State and local leaders (*e.g.*, business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (*e.g.*, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

(A)(2) Evidence

Evidence for (A)(2)(i)(d):

- The State's **budget**, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the **statements or actions of support** and inclusion of key statements or actions of support in the Appendix.

Budget

(A)(2)(i) Building strong statewide capacity to implement, scale up, and sustain proposed plans (30 pts)

The extent to which the State has a high-quality overall plan to—

- (i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)
 - (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
 - (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
 - (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
 - (d) **Using the funds** for this grant, as described in the State's budget and **accompanying budget** narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
 - (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success;

The Parts of the Budget

1. Budget Summary

- a. **Table:** Total proposed budget, by category.
- b. **Narrative:** Overview of how the budget has been organized into projects.

2. Project-Level Detail:

- a. **Table:** Budget for each project, by category.
- b. **Narrative:** Backup detail for each category in each project budget.

Evaluating the Budget

- The Department will:
 - Determine if the costs are necessary, reasonable, and allowable
- The reviewers will:
 - Determine the extent to which the budget is an accurate reflection of the work proposed in the State's plans
 - Determine the extent to which the State has thoughtfully coordinated, reallocated, or repurposed education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals

How Projects Fit into the Budget

- States organize their budgets into “projects.”
- They may design these “projects” in whatever ways best match their proposal/needs. Examples:
 - A State might choose to have one “management project” focused on criterion (A)(2), Building Strong Statewide Capacity.
 - A State might have another “human capital project” that addresses criteria (D)(2) through (D)(5) in the Great Teachers and Leaders section.
- For each project the State has proposed in its Budget Summary Narrative, the State submits a Project-level Budget Table and accompanying Project-level Budget Narrative.

Project-Level Budget Table

for each budget category, States must include detailed backup information in their budget narratives

Budget Part II: Project-Level Budget Table Project Name: [fill in the project name the State has assigned to this work] Associated with Criteria: [fill in the designations of the criteria associated with this project] (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)					

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section.
Note that indirect costs are not allocated to lines 11-12.

States provide the budget for the project – by budget category and for each year of the grant

Budget Summary Table

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)					
14. Funding Subgranted to Participating LEAs (50% of Total Grant)					
15. Total Budget (lines 13-14)					

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

In the Summary Table, States show the total for each budget category across all project-level budgets

Involved LEAs are funded for specific activities done statewide

States may supplement an LEA's grant (*e.g.*, pilot activity/low share)

States put their participating LEA formula subgrants here

...and total up each column to arrive at the full grant request

Criterion (A)(3)

(A)(3) Demonstrating significant progress in raising achievement and closing gaps *(30 pts)*

The extent to which the State has demonstrated its ability to—

- (i) **Make progress** over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; *(5 points)*
- (ii) **Improve student outcomes** overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — *(25 points)*
 - (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
 - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
 - (c) Increasing high school graduation rates.

(A)(3) Evidence

Evidence for (A)(3)(ii):

- **NAEP and ESEA results since at least 2003:**
 - Include in the Appendix **all the data requested** in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be **in raw format**.
 - In the narrative, provide the **analysis of this data** and any tables or graphs that best support the narrative.

A Word about Application Requirement (g)

- For student **subgroups with respect to the NAEP**, include:
 - Race, ethnicity, socioeconomic status, gender, disability, and limited English proficiency
 - Exclusion rate for students with disabilities (SWDs)
 - Exclusion rate for English language learners (ELLs)
 - Documentation of the State's policies and practices for determining whether SWDs or ELLs should participate in the NAEP and whether the student needs accommodations
- For student **subgroups with respect to high school graduation rates, college enrollment and college credit accumulation rates, and the assessments required under the ESEA**, include:
 - Economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency
- For the **assessments required under the ESEA**:
 - Refer to section 1111(b)(3) of the ESEA
 - Note any factors (*e.g.*, changes in cut scores) that would impact the comparability of data from one year to the next

Break

B. Standards and Assessments

B. Standards and Assessments

State Reform Conditions Criteria

- (B)(1) Developing and adopting common standards
- (B)(2) Developing and implementing common, high-quality assessments

Reform Plan Criteria

- (B)(3) Supporting the transition to enhanced standards and high-quality assessments

Purposes:

- Encourage the adoption of common standards and assessments
- Support the transition to college and career ready standards and assessments

Criterion (B)(1)

(B)(1)(i) Developing and adopting common standards *(40 pts)*

The extent to which the State has demonstrated its commitment to **adopting a common set of high-quality standards**, evidenced by (as set forth in Appendix B)—

(i) The State's **participation in a consortium** of States that— *(20 points)*

- (a) Is working toward jointly developing and adopting a **common set of K-12 standards** (as defined in this notice) that are supported by evidence that they are **internationally benchmarked and build toward college and career readiness** by the time of high school graduation; and
- (b) Includes a **significant number of States**; and

(B)(1)(i) Reviewer Guidance

(In Appendix B)

Reviewer Guidance Specific to (B)(1)(i)(b) –

Significant Number of States:

- **“High” points** for a significant number of States are earned if the consortium includes a majority of the States in the country.
- **“Medium” or “low” points** are earned if the consortium includes one-half of the States in the country or less.

(B)(1)(i) Evidence

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is **part of a standards consortium**.
- A **copy of the final standards** or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be **internationally benchmarked** and that, when well-implemented, will help to ensure that students are **prepared for college and careers**.
- The **number of States** participating in the standards consortium and the list of these States.

(B)(1)(ii) Developing and adopting common standards *(40 pts)*

(ii) — *(20 points)*

- (a) For Phase 1 applications, the State's high-quality plan demonstrating its **commitment to and progress toward adopting** a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
- (b) For Phase 2 applications, the State's **adoption** of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way*.

*Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

(B)(1)(ii) Reviewer Guidance

(In Appendix B)

Reviewer Guidance Specific to (B)(1)(ii) – **Adoption**:

- **“High” points** are earned for: Phase 1 applicants’ commitment to and progress toward adoption by August 2, 2010; and Phase 2 applicants’ adoption by August 2, 2010.
- **No “Medium” points** are assigned for this criterion.
- **“Low” points** are earned for a high-quality plan to adopt by a specified date later in 2010.
- **No points** are earned for a plan that is not high-quality or for a plan to adopt later than 2010.

(B)(1)(ii) Evidence

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the **legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.**

For Phase 2 applicants:

- **Evidence that the State has adopted the standards.** Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Criterion (B)(2)

(B)(2) Developing and implementing common, high-quality assessments *(10 pts)*

The extent to which the State has demonstrated its commitment to **improving the quality of its assessments**, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

(B)(2) Reviewer Guidance

(In Appendix B)

Reviewer Guidance Specific to (B)(2)(ii) – Significant Number of States:

- “High” points for a significant number of States are earned if the consortium includes a majority of the States in the country.
- “Medium” or “low” points are earned if the consortium includes one-half of the States in the country or less.

(B)(2) Evidence

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards; or documentation that the State's consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State's plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

Criterion (B)(3)

(B)(3) Supporting the transition to enhanced standards and high-quality assessments *(20 pts)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality **plan for supporting a statewide transition** to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State's institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

“Such as”
list

(B)(3) Performance Measures - Optional

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
(Enter measures here, if any.)					

Sometimes
performance
measures are
optional

Performance measures have been requested only where the Department intends to report nationally on them. In other cases, performance measures are optional, but may be included in support of the State's plan.

C. Data Systems to Support Instruction

C. Data Systems to Support Instruction

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system

Reform Plan Criteria

(C)(2) Accessing and using State data

(C)(3) Using data to improve instruction

Purposes:

- Build out a full statewide longitudinal data system
- Access and use this data to inform decisions
- Provide dynamic data at the local level to improve instruction

Criterion (C)(1)

(C)(1) Fully implementing a statewide longitudinal data system

(24 points – 2 points per America COMPETES element)

The extent to which the State has a **statewide longitudinal data system** that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- **Documentation for each of the America COMPETES Act elements** (as defined in this notice) that is included in the State's statewide longitudinal data system.

Criterion (C)(2)

(C)(2) Accessing and using State data (5 pts)

The extent to which the State has a high-quality plan to ensure that **data from the State's statewide longitudinal data system are accessible** to, **and used** to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.

Criterion (C)(3)

(C)(3) Using data to improve instruction (18 pts)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) **Increase the acquisition, adoption, and use of local instructional improvement systems** (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective **professional development** to teachers, principals and administrators on **how to use these systems and the resulting data to support continuous instructional improvement**; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, **available and accessible to researchers** so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

D. Great Teachers and Leaders

D. Great Teachers and Leaders

State Reform Conditions Criteria

- (D)(1) Providing high-quality pathways for aspiring teachers and principals

Reform Plan Criteria

- (D)(2) Improving teacher and principal effectiveness based on performance
- (D)(3) Ensuring equitable distribution of effective teachers and principals
- (D)(4) Improving the effectiveness of teacher and principal preparation programs
- (D)(5) Providing effective support to teachers and principals

Purposes:

- Build high-quality evaluation systems; evaluate the effectiveness of teachers and principals based on multiple measures, with growth in student achievement as a significant factor
- Use this evaluation data to inform key personnel decisions, allocation decisions, and professional development
- Assess the quality of teacher and principal preparation programs; expand the effective programs

Criterion (D)(1)

(D)(1) Providing high-quality pathways for aspiring teachers and principals *(21 pts)*

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that **allow alternative routes to certification** (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

Definition: Alternative Routes to Certification

Pathways to certification that are authorized under the State's laws or regulations...and have the following characteristics:

- a) Can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education;
- b) Are selective in accepting candidates;
- c) Provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching;
- d) Significantly limit the amount of coursework required or have options to test out of courses; and
- e) Upon completion, award the same level of certification that traditional preparation programs award upon completion.

(D)(1)(i) Review Guidance

(In Appendix B)

Reviewer Guidance Specific to (D)(1)(i):

- **“High” points** are earned by States that have alternative routes that (a) permit providers that operate independently of institutions of higher education (IHEs), and (b) include at least 4 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).
- **“Medium” points** are earned by States that have alternative routes that (a) permit providers who operate independently of IHEs, and (b) include at least 2 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).
- **“Low” points** are earned by States that have alternative routes that (a) do not permit providers who operate independently of IHEs, OR (b) include only 1 of the 5 elements listed in the definition of alternative routes to certification (as defined in this notice).

(D)(1)(i) Evidence

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the **State's applicable laws**, statutes, regulations, or other relevant legal documents, including **information on the elements of the State's alternative routes** (as described in the alternative route to certification definition in this notice).

(D)(1) Providing high-quality pathways for aspiring teachers and principals *(21 pts)*

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) **Alternative routes** to certification (as defined in this notice) that are **in use**; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these **areas of shortage**.

(D)(1)(ii) Evidence

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A **list of the alternative certification programs** operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
 - The **elements of the program** (as described in the alternative routes to certification definition in this notice).
 - The **number of teachers and principals that successfully completed** each program in the previous academic year.
- The **total number of teachers and principals certified statewide** in the previous academic year.

Criterion (D)(2)

(D)(2)(i-ii) Improving teacher and principal effectiveness based on performance *(58 pts)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to **measuring student growth** (as defined in this notice) and measure it for each individual student; *(5 points)*
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

Excerpts of Relevant Definitions

- **Student growth** means the change in student achievement (as defined in this notice) for an individual student between two or more points in time.
- **Student achievement** means
 - (a) For tested grades and subjects: (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning;
 - (b) For non-tested grades and subjects: alternative measures of student learning and performance that are rigorous and comparable across classrooms.

(D)(2)(i-ii) Improving teacher and principal effectiveness based on performance *(58 pts)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; *(5 points)*
- (ii) **Design and implement rigorous, transparent, and fair evaluation systems** for teachers and principals that (a) **differentiate effectiveness** using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; *(15 points)*

Excerpts of Relevant Definitions

- **Student growth** means the change in student achievement for an individual student between two or more points in time.
- **Student achievement** means
 - (a) For tested grades and subjects: (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning;
 - (b) For non-tested grades and subjects: alternative measures of student learning and performance that are rigorous and comparable across classrooms.
- **Effective teacher [principal]** means a teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth...must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth.
- **Highly effective teacher [principal]** means a teacher whose students achieve high rates (*e.g.*, at least one and one-half grade level in an academic year) of student growth... must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth.

(D)(2)(iii-iv) Improving teacher and principal effectiveness based on performance *(58 pts)*

- (iii) **Conduct annual evaluations** of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; *(10 points)* and
- (iv) **Use these evaluations**, at a minimum, **to inform decisions regarding**— *(28 points)*
 - (a) **Developing** teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
 - (b) **Compensating, promoting, and retaining** teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
 - (c) Whether to **grant tenure and/or full certification** (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
 - (d) **Removing** ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

(D)(2) Performance Measures

Goals: Baseline data and annual targets

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).					
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.					
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.					
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 					
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 					
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 					
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 					
[Optional: Enter text here to clarify or explain any of the data]						

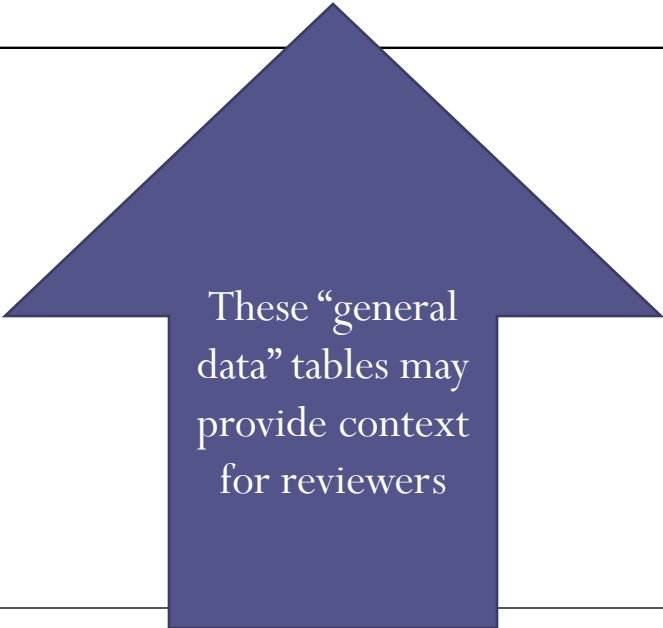
You are evaluating the extent to which the annual targets are:

- consistent with and supported by the proposed plan
- ambitious yet achievable

(D)(2) Performance Measures

General data

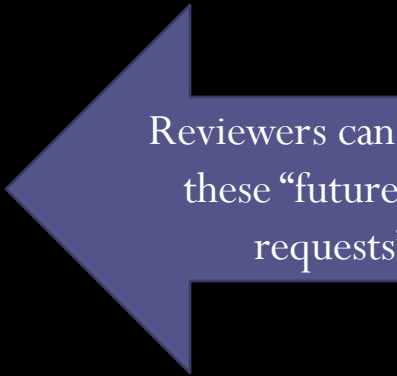
General data to be provided at time of application:		
Total number of participating LEAs.		
Total number of principals in participating LEAs.		
Total number of teachers in participating LEAs.		
[Optional: Enter text here to clarify or explain any of the data]		



These “general data” tables may provide context for reviewers

(D)(2) Performance Measures

Heads-up: Data to be requested in annual reports

Criterion	Data to be requested of grantees in the future:	
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.	
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.	
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.	
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

Criterion (D)(3)

(D)(3)(i) Ensuring equitable distribution of effective teachers and principals *(25 pts)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

- (i) **Ensure the equitable distribution** of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that **students in high-poverty and/or high-minority schools** (both as defined in this notice) have equitable **access to highly effective** teachers and principals (both as defined in this notice) and are **not served by ineffective** teachers and principals at higher rates than other students; *(15 points)*

(D)(3)(i) Evidence

Evidence for (D)(3)(i):

- **Definitions of high-minority and low-minority schools** as defined by the State for the purposes of the State's Teacher Equity Plan.

(D)(3)(i) Performance Measures

Goals: Baseline data and annual targets

Performance Measures for (D)(3)(i)	Actual Data: Baseline (Current school year or	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
<i>Note: All information below is requested for Participating LEAs.</i>					
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).					
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).					
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.					
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.					
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).					
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).					
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.					
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.					
[Optional: Enter text here to clarify or explain any of the data]					

(D)(3)(ii) Ensuring equitable distribution of effective teachers and principals *(25 pts)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

- (ii) Increase the number and percentage of effective teachers (as defined in this notice) **teaching hard-to-staff subjects and specialty areas** including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. *(10 points)*

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

(D)(3)(ii) Performance Measures

Goals: Baseline data and annual targets

Performance Measures for (D)(3)(ii)	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.					
Percentage of science teachers who were evaluated as effective or better.					
Percentage of special education teachers who were evaluated as effective or better.					
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.					
[Optional: Enter text here to clarify or explain any of the data]					

Criterion (D)(4)

(D)(4) Improving the effectiveness of teacher and principal preparation programs *(14 pts)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) **Link student achievement and student growth** (both as defined in this notice) data to the students' teachers and principals, **to** link this information to the in-State **programs where those teachers and principals were prepared for credentialing**, and to publicly report the data for each credentialing program in the State; and
- (ii) **Expand** preparation and credentialing options and **programs** that are successful at **producing effective teachers and principals** (both as defined in this notice).

(D)(4) Performance Measures


Goals: Baseline data and annual targets

Performance Measures	Actual Data: Baseline (Current school year or most	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.					
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.					
[Optional: Enter text here to clarify or explain any of the data]					

Criterion (D)(5)


(D)(5) Providing effective support to teachers and principals *(20 pts)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- 
- (i) **Provide effective, data-informed professional development**, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high-need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
 - (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

(D)(5) Providing effective support to teachers and principals *(20 pts)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- 
- (i) **Provide effective, data-informed professional development**, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high-need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
 - (ii) **Measure, evaluate, and continuously improve the effectiveness** of those supports in order to improve student achievement (as defined in this notice).

Break

E. Turning Around the Lowest-Achieving Schools

E. Turning Around the Lowest-Achieving Schools

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools

Purposes:

- Turn around the persistently lowest-achieving schools
- Fully align with Stabilization Fund and upcoming School Improvement Grants

Criterion (E)(1)

(E)(1) Intervening in the lowest-achieving schools and LEAs *(10 pts)*

The extent to which the State has the legal, statutory, or regulatory authority to **intervene directly in the State's persistently lowest-achieving schools** (as defined in this notice) and in **LEAs** that are in improvement or corrective action status.

Evidence for (E)(1):

A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

(E)(1) Reviewer Guidance

(In Appendix B)

Reviewer Guidance Specific to (E)(1):

- *10 points are earned by States that can intervene directly in both schools and LEAs.*
- *5 points are earned by States that can intervene directly in either schools or LEAs, but not both.*
- *0 points are earned by States that cannot intervene in either schools or LEAs.*

Criterion (E)(2)

(E)(2) Turning around the lowest-achieving schools *(40 pts)*

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) **Identify the persistently lowest-achieving schools** (as defined in this notice) and, at its discretion, **any non-Title I eligible** secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and *(5 points)*
- (ii) **Support its LEAs in turning around these schools by implementing one of the four school intervention models** (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). *(35 points)*

Excerpt from School Intervention Models

(In Appendix C)

- **Turnaround model.** Replace the principal and rehire no more than 50% of the staff, and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.
- **Restart model.** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure.** Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.
- **Transformation model.** Implement each of the following strategies: (1) replace the principal; (2) develop and increase teacher and school leader effectiveness; (3) institute comprehensive instructional reform; (4) increase learning time and create community-oriented schools; (5) provide operational flexibility and sustained support.

Note: If an identified school has implemented, in whole or in part within the last two years, an intervention that meets the requirements of the turnaround, restart, or transformation models, the school may continue or complete the intervention being implemented.

(E)(2) Evidence

Evidence for (E)(2):

- The **State's historic performance on school turnaround**, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

(E)(2) Evidence and Performance Measures

Evidence

Evidence

Approach Used	# of Schools Since SY2004-05	Results and Lessons Learned

(Enter text here.)

Performance Measures

Performance Measures	Actual Data: Baseline (Current school year or most	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.					

[Optional: Enter text here to clarify or explain any of the data]

F. General

F. General

State Reform Conditions Criteria

- (F)(1) Making education funding a priority
- (F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools
- (F)(3) Demonstrating other significant reform conditions

Purposes:

- General conditions conducive to education reform

Criterion (F)(1)

(F)(1) Making education funding a priority

(10 pts)

The extent to which—

- (i) The percentage of the total **revenues** available to the State (as defined in this notice) that were **used to support** elementary, secondary, and public higher **education** for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State's policies lead to **equitable funding** (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

(F)(1) Evidence

Evidence for (F)(1)(i):

- **Financial data** to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

(F)(1) Reviewer Guidance

(In Appendix B)

Reviewer Guidance Specific to (F)(1)(i):

- “High” points are earned if the **percentage of the total revenues** available to the State that were **used to support** elementary, secondary, and public higher **education increased** from FY2008 to FY2009.
- “Medium” points are earned if the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education were **substantially unchanged** from FY2008 to FY2009.
- “Low” points are earned if the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education **decreased** from FY2008 to FY2009.

Criterion (F)(2)

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 pts)*

- Caps
- Authorizers/ Accountability
- Facilities
- Funding
- Other innovative, autonomous schools

(F)(2)(i) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 pts)*

The extent to which—

- (i) The State has a **charter school law** that **does not prohibit or effectively inhibit increasing the number of high-performing charter schools** (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;

(F)(2)(i) Evidence

Evidence for (F)(2)(i):

- A description of the **State's applicable laws**, statutes, regulations, or other relevant legal documents.
- The **number of charter schools allowed** under State law and the **percentage this represents of the total number of schools in the State**.
- The number and types of **charter schools currently operating** in the State.

(F)(2)(i) Reviewer Guidance

(In Appendix B)

Reviewer Guidance Specific to (F)(2)(i):

- “High” points are earned if the State either has **no cap** on the number of charter schools, or it has a **“high” cap** (defined as a cap such that, **if it were filled, $\geq 10\%$ of the total schools in the State would be charter schools**); and the State does not have restrictions, such as those referenced in the “note to reviewers” that would be considered even mildly inhibiting.
- “Medium” points are earned if the State has a **“medium” cap** on the number of charter schools (defined as a cap such that, if it were filled, **$\geq 5\%$ and $< 10\%$** of the total schools in the State would be charter schools); or the charter school law has sufficient flexibility to allow for an increase in the number of charter schools as if it were a medium or higher cap (e.g. by allowing for the creation of multiple campuses under the same charter); and the State does not have restrictions, such as those referenced in the “note to reviewers” below, that would be considered moderately or severely inhibiting.
- “Low” points are earned if the State has a **“low” cap** on the number of charter schools (defined as a cap such that, if it were filled, **$< 5\%$** of the total schools in the State would be charter schools) OR if the State has restrictions, such as those referenced in the “note to reviewers” below, that would be considered severely inhibiting.
- No points are earned if the State has **no charter school law**.

(F)(2)(i) Reviewer Guidance *(continued)*

(In Appendix B)

Note to reviewers: *Charter school laws are so complex that it is hard to write rules to capture each possible obstacle to charter school growth; therefore, this rubric is meant to guide reviewers, not to bind them.*

For example, if a State limits the number of charter schools by limiting the share of statewide or district-level funding that can go to charter schools, rather than by explicitly limiting the number of charter schools, reviewers should convert the funding restriction into an approximately equivalent limit on the number of schools and fit that into the guidelines here.

As reviewers assess the inhibitions on charter schools, they should look for restrictions such as: disallowing certain types of charter schools (e.g., startups or conversions); restricting charter schools to operate in certain geographic areas; and limiting the number, percent, or demographics of students that may enroll in charter schools. Some States have “smart caps” designed to restrict growth to high-performing charter schools; this is not a problem unless it effectively restricts any new (i.e., unproven) charter schools from starting.

(F)(2)(ii) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 pts)*

The extent to which—

- (ii) The State has laws, statutes, regulations, or guidelines regarding **how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools**; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;

(F)(2)(ii) Evidence

Evidence for (F)(2)(ii):

- A description of the **State's approach to charter school accountability and authorization**, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school **applications** made in the State.
 - The number of charter school **applications approved**.
 - The number of charter school **applications denied and reasons** for the denials (academic, financial, low enrollment, other).
 - The number of **charter schools closed** (including charter schools that were not reauthorized to operate).

(F)(2)(iii) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 pts)*

The extent to which—

(iii) The State's charter schools receive (as set forth in Appendix B) **equitable funding** compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;

(F)(2)(iii) Evidence

Evidence for (F)(2)(iii):

- A description of the **State's applicable laws**. statutes, regulations, or other relevant legal documents.
- A description of the State's approach to charter school funding, the **amount of funding passed through to charter schools per student**, and how those amounts compare with traditional public school per-student funding allocations.

(F)(2)(iii) Reviewer Guidance

(In Appendix B)

Reviewer Guidance Specific to (F)(2)(iii):

- “High” points are earned if the **per-pupil funding to charter school students is $\geq 90\%$ of that which is provided to traditional public school students.**
- “Medium” points are earned if the per-pupil funding to charter school students is **80-89%** of that which is provided to traditional public school students.
- “Low” points are earned if the per-pupil funding to charter school students is **$\leq 79\%$** of that which is provided to traditional public school students, or the State does not have a charter school law.
- No points are earned if the State has no charter school law.

(F)(2)(iv-v) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 pts)*

The extent to which—

- (iv) The State provides charter schools with funding for **facilities** (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to **operate innovative, autonomous public schools** (as defined in this notice) **other than charter schools.**

(F)(2)(iv-v) Evidence

Evidence for (F)(2)(iv):

- A description of the **State's applicable laws**, statutes, regulations, or other relevant legal documents.
- A description of the statewide **facilities supports provided** to charter schools, if any.

Evidence for (F)(2)(v):

- A description of **how the State enables LEAs to operate innovative, autonomous public schools** (as defined in this notice) other than charter schools.

Criterion (F)(3)

(F)(3) Demonstrating other significant reform conditions *(5 pts)*

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, **other conditions favorable to education reform or innovation** that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

Evidence for (F)(3):

- A **description of the State's other applicable key education laws**, statutes, regulations, or relevant legal documents.

Priorities

Priorities

Absolute Priority

- Comprehensive Approach to Education Reform **(Yes/No)**

Competitive Priority

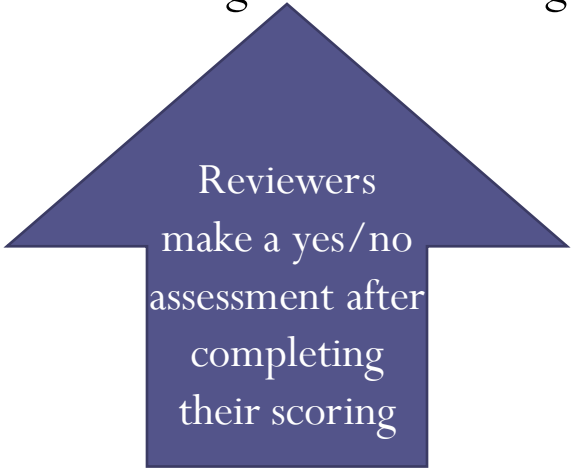
- Emphasis on Science, Technology, Engineering, and Mathematics (STEM) **(15 points all or nothing)**

Invitational Priorities **(No points)**

- Innovations for Improving Early Learning Outcomes
- Expansion and Adaptation of Statewide Longitudinal Data Systems
- P-20 Coordination, Vertical and Horizontal Alignment
- School-Level Conditions for Reform, Innovation, and Learning

Absolute Priority – Comprehensive Approach to Education Reform

To meet this priority, the State's application must **comprehensively and coherently address all of the four education reform areas** specified in the ARRA **as well as the State Success Factors Criteria** in order to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State must demonstrate in its application **sufficient LEA participation and commitment to successfully implement and achieve the goals** in its plans; and it must describe how the State, in collaboration with its participating LEAs, will use Race to the Top and other funds to increase student achievement, decrease the achievement gaps across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.



Reviewers
make a yes/no
assessment after
completing
their scoring

Absolute Priority

Reviewer Guidance for the Absolute Priority

- *The absolute priority cuts across the entire application and should not be addressed separately.*
- *It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.*
- *This is a yes/no judgment — the application has either met the priority, or it hasn't.*
- *If an application has not met the priority, it will be eliminated from the competition.*

About the STEM Priority

- Ensuring American competitiveness in a global economy
- Helping schools produce a generation of Americans who can meet the demand for STEM careers
- Focusing attention on the need to:
 - Develop and implement rigorous courses of study in STEM fields
 - Assist teachers in providing effective and relevant instruction in those fields
 - Prepare more students for advanced study and careers in STEM

STEM Priority

To meet this priority, the State's application must have a high-quality plan that addresses all three aspects of the STEM priority:

- i. Offer a **rigorous course of study** in mathematics, the sciences, technology, and engineering;
- ii. Cooperate with industry experts, museums, universities, research centers, or other **STEM-capable community partners to prepare and assist teachers** in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and
- iii. **Prepare more students for advanced study and careers** in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

STEM Priority

Reviewer Guidance for the Competitive Priority

- *The competitive preference priority will be evaluated in the context of the State's entire application.*
- *Therefore, a State that is responding to this priority should address it throughout the application, as appropriate, and provide a summary of its approach to addressing the priority.*
- *The reviewers will assess the priority as part of their review of a State's application and determine whether it has been met.*
- *This is an all-or-nothing judgment. If a State has met the competitive priority, it receives 15 points; if not, it receives 0 points for the priority.*

U.S. Department of Education Race to the Top Program

Peer Reviewer Training
Instructions on Writing Comments and
Scoring Applications

January 23, 2010



Goals for this Session

- Panel review processes: off-site (reviewing and scoring applications at home) and on-site (panel discussion in DC)
- Instructions for writing effective and focused comments
- Instructions for assigning scores to applications
- Important timelines
- Reviewer resource materials in your notebooks

Off-Site Review Process

- At home read applications and enter preliminary scores and comments in Application Review System (ARS).
 - Be sure you have the correct applications.
 - Double check for conflicts of interest (real or perceived).
- Review applications in non-public locations only.
- Do not discuss applications, the review process, or other information.
- Alternates, remember that you could be called at any point during the review process!

Preliminary Scores and Comments

- Review and score each application independently.
- Scores and comments entered during the off-site review are considered preliminary and will not be made public.
- Enter preliminary scores and comments into ARS.
- Once you are satisfied with them, submit them to ED.
- Submitted comments and scores cannot be edited unless the application is re-opened by ED staff.
- ED program staff will review scores and comments and ask you to clarify or elaborate so that comments clearly reflect and justify your scores.

Preliminary Scores and Comments (Cont.)

- If clarifications or edits are needed, you will get an email from your panel monitor.
- ED staff will then re-open the application for you to edit.
- You will make edits and re-submit.
- Benchmarks for submitting preliminary scores and comments: First application by Jan. 28, second app by Jan. 30, third app by Feb. 2, fourth app by Feb. 5, fifth app by Feb. 8.
- All comments and scores must be entered in ARS and submitted to ED by Feb. 8.
- **But don't wait until the last day to submit all of your application reviews and scores**

Preliminary Comment Submission Timeline

January 2010						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
17	18	19	20	21	22	23 Initial Reviewer Training
24	25	26	27	28 Application #1 Scores and Comments Entered	29	30 Application #2 Scores and Comments Entered
February 2010						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 Application #3 Scores and Comments Entered	3	4	5 Application #4 Scores and Comments Entered	6
7	8 Application #5 Scores and Comments Entered ALL SCORES AND COMMENTS DUE	9 APPLICATION PACKAGE MAILED TO DC <i>Panel Monitors Review Comments and Scores in ARS</i>	10 <i>Panel Monitors Review Comments and Scores in ARS</i>	11 <i>Panel Monitors Review Comments and Scores in ARS</i>	12 <i>Panel Monitors Review Comments and Scores in ARS</i>	13

Check the ARS for Messages from Panel Monitors

C. Data Systems to Support Instruction (Review / Print)		ED Messages Available		
(C)(1) Fully implementing a statewide longitudinal data system	24	!		
(C)(2) Accessing and using State data	5	!		
(C)(3) Using data to improve instruction	18	!		

(C)(3) Using data to improve instruction	18			
--	----	--	--	--

(C)(3) Reviewer Comments: (Tier 1)

Save Cancel

ED Messages

1/18/2010 - John Doe - Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam sit amet neque et sapien cursus tempor. Donec non leo in augue aliquet pharetra vel in est. Aliquam id dui at.

1/18/2010 - John Doe - Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nam sit amet neque et sapien cursus tempor. Donec non leo in augue aliquet pharetra vel in est. Aliquam id dui at.

Writing Comments

Writing Comments: Your Audiences

- The U.S. Department of Education

Comments must provide clear and objective justifications for your scores and a rationale for the number of points you awarded.

- Race to the Top State Applicants

Comments will provide concrete feedback that can inform Phase 2 applications and help applicants understand what “strong” proposals look like.

- General Public

Comments will be posted on the web and will likely be scrutinized by interested members of the public.

Writing Comments: Content

- Explain in detail why you reached the conclusions you did.
- Point to specific information in the application that helped you reach your conclusion.
- Evaluate what the application says; do not simply restate what the applicant has written.
- If information is missing from the application, clearly indicate this in your comments.
- Comments should reflect your best judgment based on the information that the applicant has presented.

Comments Example

Not useful: The project director will spend 10 percent of her time on the project. Teachers will serve as school-based coordinators and spend 50 percent of their time on the project.

Discussion: The comment is ambiguous and non-evaluative. It is unclear whether this is an asset, or how this information relates to the selection criterion.

Useful: The project director will spend 10 percent of her time on the project. This is appropriate and adequate given the limited extent of her responsibilities in the management plan. Most of the project activities will be led and coordinated at the school building level by master teachers who will spend 50 percent of their time on the project. This time commitment is appropriate given the extensive array of activities they will be responsible for carrying out under the management plan.

Writing Comments: Style

- Use complete sentences with proper grammar and spelling.
- Use simple, declarative sentences whenever possible.
- Use statements, not questions.
- Be professional, tactful, and constructive.
- Don't use statements that infer personal bias – “I feel,” “I think,” “the applicant should”.
- Don't include page numbers in your comments.

Additional Recommendations

- Take notes so you can locate information during your panel discussions.
- Use Microsoft Word to draft your comments and then copy and paste your comments into the Application Review System (ARS)
 - Allows you to check spelling and grammar
 - Provides a temporary “back-up” file

Resources in your Reviewer Handbook:

- Instructions on Writing Comments
- Examples of Written Comments from Other Programs

Scoring Applications

Reviewer Resources for Scoring

- Scoring Rubric
 - Scoring Chart
 - Low, Medium, High Chart
 - Reviewer Scoring Guidance
- Reviewer Instructions on Scoring Applications

Scoring Applications

- Assign a numerical score for an applicant's response to the selection criteria.
 - Base scores entirely on the published criteria and scoring rubric.
 - The number of points varies by criterion.
 - Use the full range of points for each criterion. You can assign all the possible points for a criterion, or assign 0 points, so long as you support the scores with your written comments.
- Consider only the information in the application when assigning points.
 - Do not do independent research.

Scoring Chart

Race to the Top Points System		
Selection Criteria	Points	Percent
A. State Success Factors	125	25%
(A)(1) Articulating State's education reform agenda and LEAs' participation in it	65	
(i) Articulating comprehensive, coherent reform agenda	5	
(ii) Securing LEA commitment	45	
(iii) Translating LEA participation into statewide impact	15	
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	
(i) Ensuring the capacity to implement	20	
(ii) Using broad stakeholder support	10	
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	
(i) Making progress in each reform area	5	
(ii) Improving student outcomes	25	
B. Standards and Assessments	70	14%
(B)(1) Developing and adopting common standards	40	
(i) Participating in consortium developing high-quality standards	20	
(ii) Adopting standards	20	
(B)(2) Developing and implementing common, high-quality assessments	10	
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	
C. Data Systems to Support Instruction	47	9%
(C)(1) Fully implementing a statewide longitudinal data system	24	
(C)(2) Accessing and using State data	5	
(C)(3) Using data to improve instruction	18	
D. Great Teachers and Leaders	138	28%
Eligibility Requirement (b)	eligibility	
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	
(D)(2) Improving teacher and principal effectiveness based on performance	58	
(i) Measuring student growth	5	
(ii) Developing evaluation systems	15	
(iii) Conducting annual evaluations	10	
(iv) Using evaluations to inform key decisions	28	
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	
(D)(5) Providing effective support to teachers and principals	20	
E. Turning Around the Lowest-Achieving Schools	50	10%
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	
(E)(2) Turning around the lowest-achieving schools	40	
(i) Identifying the persistently lowest-achieving schools	5	
(ii) Turning around the persistently lowest-achieving schools	35	
F. General	55	11%
Eligibility Requirement (a)	eligibility	
(F)(1) Making education funding a priority	10	
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	
(F)(3) Demonstrating other significant reform conditions	5	
Competitive Preference Priority 2: Emphasis on STEM	15	3%
TOTAL	500	100%

Scoring Example 1: Criterion (A)(1)

DEPARTMENT OF EDUCATION
RACE TO THE TOP REVIEW

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Race to the Top Application Review for Maryland Application #10058 as reviewed by Mary

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Reviewer's Score

A. State Success Factors		Phase I			
	Available	Tier 1	Tier 2	Init	
(A)(1) Articulating State's education reform agenda and LEA's participation in it					
(i) Articulating comprehensive, coherent reform agenda	5				
(ii) Securing LEA commitment	15				
(iii) Translating LEA participation into statewide impact	15				
(A)(1) Reviewer Comments: (Tier 1)					
<div></div>					
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans					
(i) Ensuring the capacity to implement	20				
(ii) Using broad stakeholder support	10				
(A)(2) Reviewer Comments: (Tier 1)					
<div></div>					

Comments

Enter Scores


Scoring Example 2: Subcriterion (B)(1)(i)

(B)(1) Developing and adopting common standards *(40 points)*

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by—


- (i) The State's **participation in a consortium** of States that— *(20 points)*
 - (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
 - (b) Includes a **significant number of States**, and

Criterion (B)(1) Developing and Adopting Common Standards



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**RACE TO THE TOP
REVIEW**

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Race to the Top Application Review for Oregon Application #1010 as reviewed by John Doe

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Reviewer's Score

B. Standards and Assessments		Phase I		
	Available	Tier 1	Tier 2	Init
(B)(1) Developing and adopting common standards				
(i) Participating in consortium developing high-quality standards	20	10		
(ii) Adopting standards	20			
(B)(1) Reviewer Comments: (Tier 1)				
<div></div>				

Enter
0 - 20

Scoring Example 3: Criterion (C)(3)

(C)(3) (**maximum total points: 18**) Using data to improve instruction: The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

(i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve instructional practices, decision-making, and overall effectiveness;

6 points

(ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals, and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

6 points


(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (e.g., students with disabilities, English language learners, students whose achievement is well below or above grade level).

6 points

Reviewer Guide for Assigning Points


Maximum Point Value	Quality of Applicant's Response		
	Low	Medium	High
45	0 – 12	13 – 33	34 – 45
40	0 – 10	11 – 29	30 – 40
35	0 – 9	10 – 25	26 – 35
30	0 – 8	9 – 21	22 – 30
28	0 – 8	9 – 20	21 – 28
25	0 – 7	8 – 18	19 – 25
21	0 – 5	6 – 15	16 – 21
20	0 – 5	6 – 14	15 – 20
15	0 – 4	5 – 10	11 – 15
14	0 – 4	5 – 9	10 – 14
10	0 – 2	3 – 7	8 – 10
8	0 -- 2	3 -- 5	6 -- 8
7	0 – 2	3 – 4	5 – 7
6	0 -- 1	2 -- 3	4 -- 6
5	0 – 1	2 – 3	4 – 5

(C)(3) Using Data to Improve Instruction



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**RACE TO THE TOP
REVIEW**

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Race to the Top Application Review for Oregon Application #1010 as reviewed by John Doe

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Reviewer's Score

C. Data Systems to Support Instruction		Phase I		
	Available	Tier 1	Tier 2	Init

(C)(3) Using data to improve instruction	18			
(C)(3) Reviewer Comments: (Tier 1)				
<div>Enter 0 -18</div>				


Scoring the Absolute Priority



DEPARTMENT OF EDUCATION

RACE TO THE TOP REVIEW

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Race to the Top Application Review for Washington Application #1 as reviewed by John Doe

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Reviewer's Score

Absolute Reviewer Comments: (Tier 1)


Save

Cancel

Scoring the STEM Priority



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**RACE TO THE TOP
REVIEW**

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Race to the Top Application Review for Oregon Application #1010 as reviewed by John Doe

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Reviewer's Score

Competitive Preference Priority 2: Emphasis on STEM	Available	Phase I		
		Tier 1	Tier 2	Init
Competitive Preference Priority 2: Emphasis on STEM	15	<input type="text"/>	<input type="text"/>	<input type="text"/>

Competitive Reviewer Comments: (Tier 1)

SaveCancel

ED Messages

Enter
0 or 15

Suggested Strategies for Scoring

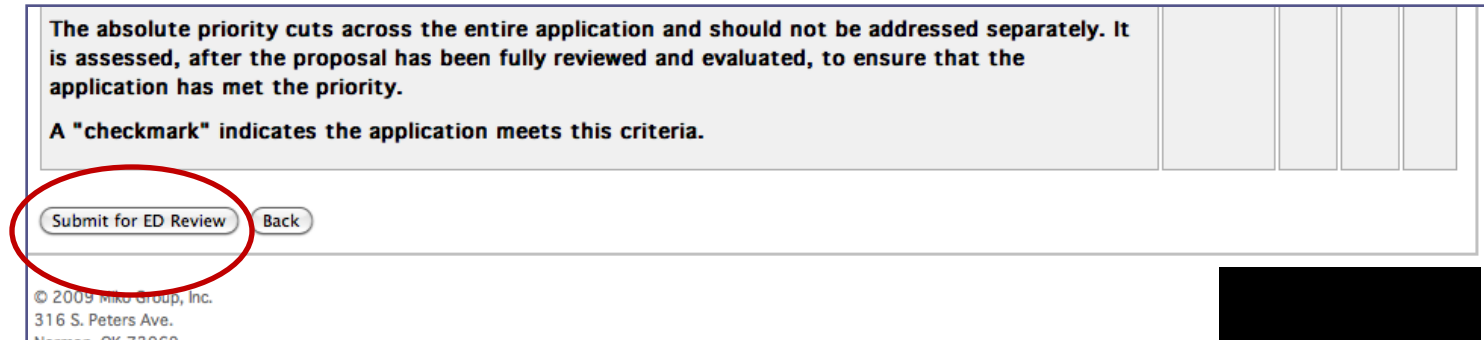
- Consider writing comments before you assign a score.
- When scoring a criterion, start from zero points and build up from there.
- Re-read your comments for indications that the applicant has addressed the criterion fully and with high quality.
- Refer frequently to the scoring rubric and reviewer guidance to assign points as you build your final score.

Scoring Instructions (Continued)

- Look for and use information in all sections of the application, including budgets and referenced appendices.
- Strive for consistency within and across applications.
- Be sure your scores match your comments.
- Remember to consider only the contents of the application when assigning scores.

Submitting and Printing Scores and Comments

- Be sure all of your comments and scores for each application have been submitted to ED by Feb. 8.



The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.

A "checkmark" indicates the application meets this criteria.

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- Print out all sections for each application you reviewed.
- Sign them and put them in the box, with all applications and any notes you want to save for the panel discussion. Mail box to D.C. on February 9.

Preliminary Comment Submission Timeline

January 2010						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
17	18	19	20	21	22	23 Initial Reviewer Training
24	25	26	27	28 Application #1 Scores and Comments Entered	29	30 Application #2 Scores and Comments Entered
February 2010						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		2 Application #3 Scores and Comments Entered	3	4	5 Application #4 Scores and Comments Entered	6
7	8 Application #5 Scores and Comments Entered	9 APPLICATION PACKAGE MAILED TO DC Panel Monitors Review Comments and Scores in ARS	10 Panel Monitors Review Comments and Scores in ARS	11 Panel Monitors Review Comments and Scores in ARS	12 Panel Monitors Review Comments and Scores in ARS	13
	ALL SCORES AND COMMENTS DUE					

Print out all sections of each application, sign and put in box

On-Site Panel Review

February 16-19, 2010

On-Site Panel Review

- More training!
- Attend and participate in all panel discussions.
- Discuss your preliminary scores and comments with your panels, identify discrepancies, ask one another clarifying questions.
- Your scores may change as a result of panel discussions. Ensure that any changes are appropriately updated in your comments.
- You and your panel monitor with review each Technical Review Form (TRF) for completeness and sign the TRF.
- Signed TRFs will be reviewed by the competition managers following the conclusion of each panel discussion.

On-Site Panel Review Schedule

February 2010						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 Application #3 Scores and Comments Entered	3	4	5 Application #4 Scores and Comments Entered	6
7	8 Application #5 Scores and Comments Entered ALL SCORES AND COMMENTS DUE	9 APPLICATION PACKAGE MAILED TO DC <i>Comment Revisions in (ARS) - as needed</i>	10 <i>Comment Revisions in ARS - as needed</i>	11 <i>Comment Revisions in ARS - as needed</i>	12 <i>Comment Revisions in ARS - as needed</i>	13
14	15 PRESIDENT'S DAY *Reviewers Travel	16 ON-SITE – Tier 1	17 ON-SITE – Tier 1	18 ON-SITE – Tier 1	19 ON-SITE – Tier 1 3pm – Reviewers Released	20

If you have questions during your off-site review

RaceToTheTopReview@ed.gov

or

Jessica Clark, [REDACTED]

